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ABSTRACT

The paper presents an educational leadership model appropriate for today's education, noting that educators must be prepared to move forward with creative leadership to restore public confidence in the school system and produce responsible leaders. Careful consideration must be given to restructuring undergraduate and graduate professional education programs to accurately reflect the needs of the profession. The development of an educational participatory leadership program is recommended to provide United States education with quality leadership while enriching the learning environment and challenging students to excel. The article notes reasons why many educators leave the profession and suggests ways to motivate them to remain in teaching: (1) enhancing professional mobility; (2) sharing ideas with others in the field; (3) promoting educational participatory leadership; and (4) planning career changes via a district career ladder (to keep administrators from becoming armchair scholars out of touch with the real world). Participatory leadership would encourage constructive change, professional participation in leadership, and personal and professional development. Administrators would benefit from renewed understanding and experience in the classroom. Essential elements in the development of successful educational participatory leadership programs within school districts are outlined. (SM)

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AN EDUCATIONAL LEADERSHIP MODEL FOR THE TWENTY-FIRST CENTURY

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AN EDUCATIONAL LEADERSHIP MODEL FOR THE TWENTY-FIRST CENTURY

By - Paul G. Blacketor*
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American public education is at the crossroads of "Economic Disaster Street" and "Stagnate Administrative Leadership Avenue." The public at large has reached the point of frustration with a system of education which fails to produce positive results while continuing to seek a greater share of the tax dollar. American education deserves a more productive leadership model than is currently available. Educators must be prepared to move forward with new and creative leadership to restore public confidence in the school system and produce more responsible leaders for the twenty-first century.

The time for a change in traditional Educational Leadership Models is now. In fact, it is past due.

Educators should be prepared to create an atmosphere of constructive change which will produce a continuous source of administrators and teachers renewed regularly for the task of carrying forward the accomplishments of the profession.

Educational Leaders must take the bold step to place Leadership in perspective with the desired outcomes from students and teachers.

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Evidence does not exist which supports the practice of requiring a "teaching degree" from an accredited college or university and the possession of a teaching certificate from a State Department of Education will insure excellence in the classroom or in the administrative offices of the local school district.

Rather to the contrary, there is serious and compelling evidence that the successful private schools, generally, do not require their teachers or administrators to be "education degree" or "certification holders." Therefore, careful consideration should be given to restructuring the undergraduate and graduate professional educational programs to more accurately reflect the needs of the profession.

The American educational system must be modified by the implementation of change which will enhance the development of "Participatory" Leadership in the broadest possible way to ensure the continuous flow of new and creative ideas produced from a broadened field of opportunity. In recognizing the need for a different dimension in Educational Leadership the profession will encourage and increase in academic standards for the entry level professionals. Colleges and universities training educators must accept their responsibility for low academic standards and raise admission requirements to attract the best and most qualified candidates.

The Educational Profession, including College and University faculties, must address the issue of teacher preparation without reservation. To be sure, there will be those within the profession, as well as others, who will charge that such changes in requirements will lead to "elitism." The profession must be prepared to answer the charge by asking the simple question - "Can we afford to have less talented and qualified educators than we have doctors, lawyers, or scientists?" This is not a proposal to deny an individual an opportunity to earn a living. Rather, it is questionable whether or not we can continue to encourage and protect sub-standard educators in the profession. Many educators who left the profession were fully aware of the problems confronting the educator who sought to hold to high academic standards and were not willing to be a party to a continuing fraud against the public. For example, between the years 1981 and 1983, approximately one half of the teachers surveyed in the "Annual Teacher Opinion Poll," conducted by the National Education Associa- tion, stated that they **would not or probably would not** enter the teaching profession if they were to make the choice again. It must be reiterated that professional educators who exited the profession because they recognized a lack of educational leadership opportunities and that the profession was not willing to police its membership, rather the leaders protected substandard performance by their colleagues.

Except for educational administrators, possibly, few would challenge the proposition that the system of tenure in administrative positions operates to exclude a large portion of talented individuals from expanding and developing their professional opportunities. The solution to this problem may be the limiting of tenure for administrators from the department level through the superintendency. In other words, the development of a program "Educational Participatory Leadership" and challenge the public at large for excellence in education to provide financial support for professional reform.

The goal of "Educational Participatory Leadership" is to provide American education with quality leadership while enriching the learning environment to challenge youth to excel. The bottom line in American education must be the advancement and welfare of the youth under our tutelage. As a profession, we must recognize that the lure of business and industry will continue to attract the brightest and most capable educators. There are educators who suggest, without great success that those educators who left the profession return to the classroom and help reduce the critical shortage of specialist in mathematics, science, and other academic disciplines.

In conversation with more than 250 former educators, most said that they had left the profession to improve their personal satisfaction in life. Over 50 per cent of these former educators indicated that the increase in salary in

their new employment, served as an immediate source of gratification. But, possibly, the most striking admission by these former educators, was that had accepted positions with more responsibility; enjoyed greater job satisfaction; and had an opportunity to be creative and productive in an environment which appreciated their contribution.

It must be recognized that many educators left the classroom have found strong economic security never available to them in the educational profession. But, more important, we must investigate the why these educators have voluntarily left the classroom. There is the strong possibility that they left because of:

1. Job frustration.
2. They recognized that they were becoming stale in the classroom.
3. They didn't desire to continue being just another clog in the machine.
4. They were becoming overwhelmed with minutiae.
5. They were disenchanted with the lack of administrative support in developing strong academic offerings.
6. They began to recognize that many within the profession resisted change.
7. They realized that change was necessary to become creative in their own right.

Whatever their reason for leaving the profession, it is evident that the capable and challenging young educators began to wonder:

"Am I in a profession which will reward me for my merit and provide an opportunity for advancement based on my ability?"

PROFESSIONAL MOBILITY

Many former educators expressed their belief that they were not appreciated while they were in the classroom. Other stated that they were "put down" by administrators because they wanted to initiate new ideas, change the curriculum offerings, or otherwise, modify a stagnant program of studies.

One former educator suggested the "educators should change positions or schools every few years." This statement created the germ for this paper. Indeed, many former educators frequently become involved in educational programming in the marketplace. They continue in an educational capacity by training salespersonnel, writing technical manuals, and other publications for general consumption, conducting corporate workshops and training sessions for management.

The key to success in professional education must be to think of a career with a challenge and an opportunity to grow, not to just have a job. Professional educators must develop an infra structure of "participatory"

leadership which will encourage greater and more flexible, internal mobility to more fully develop and utilize the professional skills and talents available.

SHARING IDEAS

One of the primary concerns expressed by former educators is that they were not provided with an opportunity to share their thinking with others. It is generally recognized that communication within the profession is essential to a well adjusted and satisfied staff member. Therefore, to the extent that professional growth and a sense of personal worth are effectively communicated within the local school district staff will educators be encouraged to seek advancement and leadership opportunities and remain in the profession.

College graduates entering the employment of major American corporations in the 1990's must be prepared for interaction with employees at all levels. Gone are the days of management functioning in an autocratic atmosphere exercising their prerogative of control through tightly knit work teams, quality control supervision or select problems solving committees. Rather, management

prerogative has been replaced with a corporate wide effort to involve all employees in the push for greater productivity. (Business and industry, according to the Conference Board Report: Current Issues in Human-Resource

Management, indicates that human resources-strategic planning is a top issue for the future.) The most central theme from the report is that 56 per cent of the respondents emphasized greater employee involvement with business decisions, planning and strategy.

Two general directions are identified in the study: first, the strategic; and second, the operational. The strategic direction involves general decisions and long range concerns; while the operational direction involves the day-to-day, short term concerns with performing a function, whether it be, consultation, planning, labor negotiations, etc.. Basic to this concept is a corporate commitment for "Participatory" management. Without a doubt, this concept may be described as a "Non-traditional" effort to develop the skills of employees at all levels to effectively participate in the management process.

A note of special interest is that this study indicates no significant differences in the perception of the changing human-resource function with respect to unionization. Further, nearly all corporate executives expect productivity gains in the next few years set in motion by the better use of human resources (employees participation) and the application of new technologies.

The companies using "participatory" management appear to be those companies on the "burning edge" of public service and manufactoring.

The Xerox Corporation adopted "Participatory" management as their official management strategy in 1979. Xerox recognizes that: Participatory " management has improved employee satisfaction and enables the company to obtain greater creativity from their employees.

TURNING THE TABLE TOWARD EDUCATIONAL "PARTICIPATORY" LEADERSHIP

For young educators in the 1990's, "Participatory" educational leadership, offers many advantages that they could never experience in a traditional school environment. This is true because the young educator with an active voice would be retsricted in a traditional hierarchy.

The concept of "Participatory" educational leadership demands cooperation and free communication among educators, thereby eliminating the traditional behavioral patterns which are the greatest stumbling blocks to change. Improvement in education to these educators is restricted by the bureaucratic control exercised by educational administrators concerned with maintaining their status quo.

As mentioned previously, education will continue to experience a shortage of qualified professionals within the next decade. Professional educators must adopt new attitudes about educational leadership and teaching to ensure vitality and quality in the classroom and administrative offices. To

this end "Participatory" educational leadership is not only the new kid on the block, it is the call and challenge of a profession in need of a different direction in order to adequately prepare youth for greater opportunities.

New and creative approaches for educational reform are being considered, such as, flexible staff scheduling, incentive pay, merit pay, the extended schoolyear, educational funding for graduate study, etc., but nearly are controlled by the traditional, professional mindset.

PLANNED CAREER CHANGES

The school district personnel officer, working in cooperation with interested faculty and staff, should develop a district career ladder. This career ladder should reflect the actual and perceived administrative needs in the district for a ten year period with a five year projection being highly refined and a three year and a one year projection firmly established.

It is essential that the career ladder be planned because it isn't just another job or position; it is a career management decision. This requires preparation and direction. Presented below is an example of scheduling administrative changes in a school district. See Table I for an example of administrative assignment by years; and Table II presents an example of a career ladder for educators.

TABLE I

SCHEDULING ADMINISTRATIVE CHANGES: maximum number of years in an administrative position in brackets

SUPERINTENDENT	(5)	1990							1995							2000				
ASSISTANT SUPT -1	(5)			1991							1996							2001		
ASSISTANT SUPT -2	(5)					1992							1997						2002	
PERSONNEL OFFICER	(7)	1990											1997						2002#	
BUS ADMINISTRATOR	N/A##																			
TEACHER CONSULTANTS or ASST SUPT FOR INSTR	(5)							1993							1998					2003
PRINCIPALS	(5)	1990							1995							2000				
ASST PRINCIPALS	(4)			1991					1995					1999						
DEPT CHAIR	(3)					1992			1995			1998								

the personnel officer extends beyond the tenure of the superintendent to provide continuity within the central office.

the business administrator need not be an educator however, if the office is held by a certified educator the same rotation as that of the personnel officer shall apply.

TABLE II

CAREER LADDER FOR AN EDUCATOR IN THE PROFESSION FOR 30 YEARS MAY APPEAR AS FOLLOWS:

CLASSROOM	1991/92;92/93;93/94																			
ADMINISTRATION								94/95;95/96;96/97												
CLASSROOM													97/98							
ADMINISTRATION																98/99; 99/00; 00/01;01/02				
CLASSROOM	2002/03																			
ADMINISTRATION			03/04; 04/05; 05/06;06/07;07/08																	
CLASSROOM													08/09							
ADMINISTRATION																09/10;10/11;11/12;12/13;13/14				
CLASSROOM	14/15																			
ADMINISTRATION			15/16;16/17;17/18;18/19;19/20																	
CLASSROOM													20/21							

All new attempts for reform within the educational profession have their advantages as well as issues to overcome. Examining for a moment the advantages of limiting administrative tenure we may consider the following:

Administrators would:

1. be prevented from becoming armchair educators.
2. remain in touch with the routine concerns and needs of students and classrooms teachers.
3. be required to live in a working environment with their administrative errors, thus making them more sensitive to faculty, staff, and student concerns.
4. become more sensitive to daily student and community needs assessments.

Curriculum planning would:

1. become a practical process engaging the entire educational community in reviewing, planning, and revising the program of studies rather than receiving a series of edict from the central office without direction or recognition of need.
2. become more content oriented rather than teacher oriented with administrators being returned to the classroom with a broader perspective of district wide needs.
3. generate inservice training programs directed to satisfy faculty and staff needs.
4. reduce, if not eliminate, the adoption of educational "fads" because the system would encourage a more careful review before implemen-

tation of unproven programs.

"Participatory" educational leadership would:

1. encourage an atmosphere for constructive change.
2. emphasize the quality of professional participation in leadership and inservice development.
3. encourage personal and professional development.
4. encourage young and bright educators to remain in the profession as they would have an opportunity to participate in the change process.
5. provide the local school district with a breadth of teaching and administrative experiences which will insure continuity of board policies.
6. provide administrative types with a renewed understanding and experience of the classroom.

We should recognize that as the profession benefits so will the educational process, thus the students in our charge will receive a better education. The educational profession can no longer seek greater and continued public support without giving recognition to the public interest in an educational system which will produce better qualified students for the twenty-first century.

Therefore, professional education, from the school board level down to the classroom teacher, must be receptive to the concept of providing leadership by

challenging business, industry, and the public at large to a new generation of ideas. It is to this end that the following program of studies, after the B.A. and initial certification, is proposed in Table III and Table IV below.

TABLE III

SUGGESTED GRADUATE PROGRAM FOR ALL TEACHERS, GUIDANCE PERSONNEL, AND ADMINISTRATORS:*

HOURS REQUIRED	
15 HOURS PROFESSIONAL COURSES	21 HOURS ACADEMIC MAJOR COURSES
FOUNDATION OF EDUCATIONAL ADMINISTRATION EDUCATIONAL LAW, EDUCATIONAL FINANCE SUPERVISION, AND PRACTICUM	(COURSE IN HISTORY, ENGLISH, BIOLOGY, CHEMISTRY, ART, MATHEMATICS, PSYCHOLOGY, MUSIC, SOCIOLOGY, ETC..)

* ALL EDUCATIONAL PERSONNEL WOULD BE REQUIRED TO COMPLETE THIS INITIAL GRADUATE PROGRAM DURING THEIR FIRST 5 YEARS OF EMPLOYMENT.

NOTE: TEACHERS HAVE THE SAME PROFESSIONAL TRAINING AS ADMINISTRATORS THUS FACILITATING TRANSITION FROM THE CLASSROOM TO ADMINISTRATIVE ASSIGNMENT.

TABLE IV

SUGGESTED GRADUATE PROGRAM FOR RECERTIFICATION OF TEACHERS, GUIDANCE PERSONNEL, AND ADMINISTRATORS**

HOURS REQUIRED	
15 HOURS PROFESSIONAL COURSES	21 HOURS ACADEMIC MAJOR COURSES
EDUCATIONAL RESEARCH CURRENT LEGAL ISSUES SCHOOL & COMMUNITY HISTORY & PHILOSOPHY OF EDUCATION PSYCHOLOGY, SPECIAL PROBLEMS	(COURSES IN HISTORY, ENGLISH, BIOLOGY, CHEMISTRY, ART, MUSIC, SOCIOLOGY, ETC..)

** ALL EDUCATIONAL PERSONNEL WOULD BE REQUIRED TO COMPLETE THIS PROGRAM OF STUDIES WITHIN THE FIRST 12 YEARS OF EMPLOYMENT

TIME LINE FOR TEACHERS AND ADMINISTRATORS WITH GUIDELINES FOR ADMINISTRATIVE APPOINTMENTS -

1. Administrators may not be appointed until they have completed 3 years as a classroom teacher.
2. Every administrator must return to the classroom as a full time teacher upon completion of a 3 or 5 year administrative appointment.
3. Administrators may not be reappointed to the previous administrative position before a minimum of 3 years has elapsed.
4. An administrator appointed from outside of the local school district must satisfy the same requirements as if appointed from within the local district.
5. At no time shall an administrator be reappointed until all educational requirements have been satisfied as indicated above.

3 YRS TEACHER	1 YR TEACHER	1 YR TEACHER	1 YR TEACHER	1 YR TEACHER
3- 5 YRS ADMIN	3 - 5 YRS ADMIN	3 - 5 YRS ADMIN	3 - 5 YRS ADMIN	3 -5 YRS ADMIN

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ISSUES TO BE RESOLVED

There may be questions and doubt about establishing an educational "Participatory" leadership program in a given school district. However, the

challenges confronting American education today require that we take bold and creative steps into the future by planning a firm foundation for educational leadership for the 21st century. Problems which must be considered in establishing a "Participatory" management system for education includes administrators, the role of the union, select system-wide committees, financial incentives, the functional role of various professional and non-professionals.

In closing these remarks, we must remember that there have always been those who doubted the wisdom or need for change and/or new ideas.

Frequently educational administrators oppose the introduction of a new concept as a cover for inadequate management in the past. Educational administrators and leaders must recognize that life is an ever changing process. New ideas are surfacing in various professional bodies everyday; education cannot afford to remain indifferent to the modification of the most fundamental and influential aspect of American life - Our System Of Education.

ESSENTIALS FOR THE DEVELOPMENT OF A SUCCESSFUL EDUCATIONAL "PARTICIPATORY" LEADERSHIP PROGRAM IN A SCHOOL DISTRICT

Educators must:

1. have a genuine experience that they are more than pieces of equip-

ment to be shifted and changed at the pleasure of the administration.

2. be provided with opportunties to be creative, innovative, and inventive in a significant role in the development of administrative decisions.

3. be given assurance that their participation in the decision-making process will not reduce their employment security or that of their colleagues.

4. have functional position descriptions specifying their role in the "Participatory" process.

5. be assured that the greatest degree of latitude will be granted for personal and professional growth.

6. receive financial reward as they accept greater responsibility in the "Participatory" leadership process.

7. be able to easily identify and forsee opportunities for personal and professional growth.

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